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ABSTRACT

A followup study of the 1976 and 1977 graduates of the School of Technical Careers (STC) baccalaureate Program was conducted. Questionnaires were mailed to 214 graduates for whom the Alumni Office had current addresses. For the 113 questionnaires returned, major conclusions include the following: (1) approximately 97 percent of the graduates were employed or in military service; (2) over 60 percent had jobs related directly to their major; (3) over 60 percent assessed their career potential of their job as definite; (4) graduates with jobs requiring a bachelor's degree had more satisfying jobs; (5) nearly 80 percent would enter the STC baccalaureate Program if they had it to do over again; and (6) graduates assessed their college education as at least moderately effective in helping them achieve goals not typically associated with career preparatory programs. (JH)

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THE SCHOOL OF TECHNICAL CAREERS
BACCALAUREATE PROGRAM:
A FOLLOW-UP STUDY OF GRADUATES
OF 1976 AND 1977

by

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October, 1978

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SUMMARY

This study assessed primarily the career success of persons who graduated from the STC Baccalaureate Program in 1976 and 1977. In March and April, 1977, questionnaires were mailed to the 214 graduates for whom the Alumni Office had current addresses. One hundred and thirteen replied with usable questionnaires.

Major conclusions of the study were as follows:

- * 96.6% of the graduates were employed or in military service
- * 0.9% of the graduates were unemployed
- * Over 60% had jobs directly related to their major
- * Over 60% assessed the career potential of their job as definite
- * Graduates were earning an average of \$1053 per month
- * Graduates with jobs requiring a bachelor's degree had more satisfying jobs
- * Graduates placed the highest value on courses in their primary concentration (usually an associate degree)
- * Nearly 80% would enter the STC Baccalaureate Program if they had it to do over again
- * Graduates assessed their college education as at least moderately effective in helping them achieve goals not typically associated with career preparatory programs
- * The labor market status and career success of graduates had generally improved over that reported in an earlier study of 1974 and 1975 graduates

I. INTRODUCTION

1. Rationale and Purpose

The STC Baccalaureate Program has established a strong record of evaluation. Central to this record is graduate follow-up to assess the extent to which the occupational preparation of students is fulfilled by the employment of graduates in satisfying jobs related to their programs of study.

The primary purpose of this study is to assess the employment success of graduates of the STC Baccalaureate Program during 1976 and 1977. A secondary purpose is to determine whether the high degree of success which was evident in the first follow-up study, which surveyed graduates of 1974 and 1975 (Walsh and Reynolds, 1976), has remained constant. Like the earlier study, this one examines such topics as labor market status, current job, job assessment, monthly income, relationship of job to major and quality of preparation received in the program. This study also adds a section to assess a range of outcomes of higher education beyond career preparation.

Although the limitations of follow-up as program evaluation are recognized--it puts program quality at the mercy of the labor market--it remains true that a program whose goal is career preparation must be judged in part by the employment success of its graduates. While not the only criterion of success--employment of graduates does not necessarily mean a high quality program--employment success is certainly a necessary criterion of program success. No matter how high in quality other aspects of the program are, if its graduates do not become employed, the program has lost its reason for existence.

For this reason graduate follow-up is one of the major facets of the ongoing program evaluation of the STC Baccalaureate Program. It is seen as one of the central measures of program success.

2. Methodology

During March 1978 a questionnaire (see Appendix II) was sent to the 215 graduates of the STC Baccalaureate Program in 1976 or 1977 who had current addresses on file. In April a second set of questionnaires was mailed to those who did not respond to the first request. Fifty-nine responded to the first request, and 54 to the second request. Over 52% of the graduates responded.

The results were analyzed by means of SPSS (Statistical Package for the Social Sciences). Because graduates came from a variety of academic backgrounds (generally occupational associate degree fields), and two thirds had received associate degrees from STC, the divisional structure of STC was used to group this variety into manageable categories. Appendix III lists the fields included in each of the categories.

II. LABOR MARKET STATUS

Fully 96.6% of the graduates who responded were employed or in military service. Of the remaining graduates, 2.7% were not in the labor force and 0.9% were unemployed and seeking work. (See Table 1.) Unlike the earlier group of graduates (whose rate of unemployment was 0%), this group had a slight unemployment rate. This rate, however, is much lower than the national rate of 8% for college graduates ("Jobless Rate Increase," 1978).

Graduates who were not employed full-time, in military service, or going to school full-time were asked to supply a reason: Only 1 graduate (20% of those responding) checked "I cannot find a full-time job in my field." Two graduates said that they were in-between jobs. Two graduates checked "Other." In general, then, there was no indication that lack of employability was the reason for lack of employment.

Various other tabulations were made to determine whether those who were not fully employed had any other characteristics in common. Unexpectedly, 10% of the 1976 graduates were not fully employed while only 4.8% of the 1977 graduates were in this category. One would expect the figures to be reversed because more recent graduates are generally thought to have a more difficult time getting jobs than do older graduates. Nonetheless, year of graduation appears to have only a little to do with full employment, for forty percent of the 1976 graduates who were not fully employed were not in the labor force. Part-time employment and unemployment for the two years differed slightly, with 6% of the 1976 graduates and 3.2% of the 1977 graduates in these categories. The sex of respondents had little to do with labor force status, with 6% of males and 7.2% of females not fully employed. When labor force status was cross-tabulated by major, no pattern emerged.

In short, the labor market status of graduates is extremely healthy. Although there was a slight unemployment rate, there was less part-time employment and less lack of participation in the labor force than in the 1976 study.

III. CURRENT JOB

The type and level of jobs received is as important an issue in the evaluation of program quality as is the rate of employment. Over 60% of the respondents who were employed full-time or in military service were in jobs directly related to their majors, an increase of 5% over the 1976 study. Graduates were earning an average of \$1053 a month, an increase of \$180 a month over the average earnings of respondents in 1976. Over 60% of the respondents assessed their level of responsibility as managerial or supervisory. Over 70% thought that their prospects for promotion were either good or excellent. As was anticipated, the percentage of graduates in jobs requiring a bachelor's degree was low--only about 20%--even lower than in the 1976 study. But in view of the success elsewhere, it appears that whether employers require a bachelor's degree may not be a primary question for these graduates.

1. Relationship of Job to Major

Relationship of job to major is of course a major question, for the ability to show a direct relationship between job and educational program is one of the major rationales for occupational training. Over 60% of the respondents said that they had a job directly related to their major and an additional 30% said that their job was somewhat related to their major. About 6% said that their job was not related but that having a related job was not a goal of theirs. Only 2.9% said that they wanted a job related to their major but could not find one. (See Table 2.) The graduates surveyed in this study had a higher rate of jobs which were directly related to their major (60%) than did the respondents to the 1976 study (55%)--a gain of 5%.

2. Earnings (See Table 3.)

The average income of STC Baccalaureate graduates was \$1053 per month, over \$12,600 a year. This figure indicates a gain of \$180 a month over the income of graduates in the 1976 study, a gain of 20.6% in two years.

Males were earning an average of \$284 a month more than females: \$1120 versus \$836. Females were averaging only \$35 a month more in this study than in the 1976 study, while males were averaging \$214 a month more. The income of males increased over 23%, while that of females increased only 4%.

Respondents who graduated in 1976 were earning \$148 a month more than were those who graduated in 1977: \$1134 a month versus \$986 a month. Those who graduated in 1976 were earning about 19% more than those who graduated a year later.

This study showed that graduates with the highest incomes (with the exception of graduates classified as "Other") had backgrounds in the Graphic Communications division of STC, that is, in fields such as electronics, secretarial, corrections, and architecture. These graduates were averaging \$1127 a month. Graduates in health-related fields were second, averaging \$1065 a month. Graduates in aviation maintenance, flight, and applied technologies were earning less than \$1000 a month: \$970, \$920, and \$911 a month respectively. When the specific fields which make up these categories are examined, further variations in salary are pointed up: Graduates with backgrounds in Electronic Data Processing were earning the highest salaries--\$1428 a month. Graduates with backgrounds in Commercial Graphics were earning the least: \$465 a month. The several figures quoted above, then, mask significant fluctuations across the variety of fields represented.

Because of differences in the way these academic backgrounds were defined in 1976 and in the present study, only graduates in this study with backgrounds in health and aviation maintenance can be compared with graduates in these fields in the 1976 study. Graduates with backgrounds in health showed a salary increase of 22.6% while the incomes of those with backgrounds in aviation maintenance increased only 3.1%.

As Table 3 shows, graduates who had jobs requiring a bachelor's degree, held managerial or professional jobs, had excellent prospects for promotion, and reported definite career potential were all earning higher salaries on the average than were other graduates.

3. Job Assessment

A third major issue which graduate follow-up must address (in addition to rate of employment and earnings) is the quality of jobs which graduates hold. In this study job assessment was examined from three perspectives:

1. The level of responsibility;
2. The likelihood of promotion;
3. An evaluation of career potential.

a. Level of Responsibility

Graduates generally assessed their jobs as either professional/managerial (41.6%) or supervisory (23.8%). In addition, nearly 16% said that they held jobs which were semi-professional, paraprofessional or small business in nature. Another 16% said that their jobs were skilled work, and only 3% said they they were doing unskilled work. (See Table 4.)

A qualifier needs to be added. One is not always sure how accurate assessments in this area are. In the researcher's judgement, many respondents checked "Professional/managerial" when "semi-professional/paraprofessional" was more accurate. Dental hygienists, for example, typically work in small businesses and do not have independent policy-making responsibilities. Many of these respondents, however, checked "Professional/managerial" because of their identification with dental hygiene as a profession. The categories, then, lack precision. Even so, they are at least an accurate representation of how graduates see themselves. In that sense, Level of Responsibility indicates a fairly high perception among graduates of the positions they hold.

Graduates' responses varied only slightly by year of graduation: slightly more graduates from 1976 than 1977 saw their jobs as supervisory, and slightly fewer saw their jobs as skilled. No significant variations by sex were apparent.

b. Likelihood of Promotion

Over 70% of the graduates assessed their prospects for promotion as excellent or good. Seventeen percent thought that their prospects were fair, and only 11% assessed their prospects as poor. Unexpectedly, a greater portion of 1977 graduates than 1976 graduates assessed their prospects as excellent (48% versus 42%), and a larger percentage of 1976 graduates assessed their prospects as poor (14% versus 9%). While the 1976 graduates reported a higher level of responsibility than the 1977 graduates, the prospects for promotion of the 1976 graduates were not as good.

Males reported significantly better prospects for promotion than females: nearly 50% of the males assessed their prospects as excellent, while only 35% of the females made this assessment. While males and females were similar in the level of responsibility reported, they varied greatly in the prospects for promotion that they reported. (See Table 5.)

c. Career Potential

Possibly the best index to the quality of jobs held by graduates is their response to the question on career potential, which was defined as "likelihood of advancement or stability." Fully 63% of the respondents reported the career potential of their present job as "definite." Another 22% said that their job had "possible" career potential. Ten percent said that their job was temporary and 5% checked "Other." These figures show favorable increase over the career potential reported in the 1976 study, in which 57% of the respondents had jobs with definite career potential and 16% had temporary jobs.

As might be expected, a greater percentage of 1977 graduates than 1976 graduates had jobs which were only temporary: 14% versus 4%. A noticeable result of controlling for field of study was that 20% of aviation maintenance graduates reported holding temporary jobs. There was little variation in the distribution of career potential by sex. (See Table 6.)

In general, then, graduates assessed the quality of their jobs as quite high. The lower expectations of promotion by females is a matter of concern, but it is balanced by one other finding: the high assessment of career potential. In addition, the larger question of whether female graduates of other programs have higher or lower promotion prospects is one that cannot be answered. It may be, for example, that the prospects for promotion among females in this study are higher than those for females from other programs. If this were the case, then the figures would be more satisfactory than they at first appear.

4. Necessity of Bachelor's Degree for Present Job

This study repeats the findings of the 1976 study that a bachelor's degree is not typically required for the jobs graduates hold. Only 20% reported that a bachelor's degree was required, a drop of 7% from the 1976 study. These results indicate that credentialism is not a major factor in the job markets in which these graduates work.

While 25% of the males reported jobs requiring a bachelor's degree, only 8% of the females had this type of job. Fifty-four percent of the females held jobs in which a bachelor's degree was neither required nor preferred, while only 29% of the males had such jobs. (See Table 7.)

Although a bachelor's degree was not typically required for the jobs held by graduates, there is little doubt that having a job requiring a bachelor's degree entailed a greater likelihood of having most of the attributes of career success. Graduates with jobs requiring a bachelor's degree reported:

- (1) a higher level of responsibility
- (2) greater likelihood of promotion
- (3) greater career potential

- (4) higher salaries
- (5) a higher assessment of the quality of their educational program,

than did graduates in jobs not requiring a bachelor's degree.

Fifty-four percent of those in jobs requiring a bachelor's degree reported professional/managerial responsibilities, whereas only 32% of graduates in jobs not requiring a bachelor's degree had such responsibilities. (See Table 4.) Sixty percent of graduates in jobs requiring a bachelor's degree rated their chances for promotion as excellent, while only 33% of graduates in jobs in which a bachelor's degree was not required thought their prospects for promotion excellent. (See Table 5.) Eighty percent of graduates in jobs requiring a bachelor's degree said their jobs had "definite career potential." Forty-five percent of graduates in jobs not requiring a bachelor's degree said their jobs had "definite career potential." (See Table 6.) Graduates in jobs requiring a bachelor's degree also earned nearly \$320 a month more than did graduates in jobs not requiring a bachelor's degree: \$1255 a month versus \$936 a month. (See Table 3.)

Thirty-eight percent of graduates in jobs requiring a bachelor's degree rated the quality of preparation they received as "excellent," while only 17% of graduates in jobs not requiring a bachelor's degree gave this rating. A number of explanations are possible. One is that graduates who do not receive jobs requiring a bachelor's degree do not see the relevance of courses taken beyond the associate degree. Another is that graduates who prepare themselves with greater care get jobs requiring a bachelor's degree and then assess the quality of preparation they received as higher. (See Table 9.)

Whatever the explanation for this differential in program assessment, the general conclusion is clear: jobs requiring a bachelor's degree tend to be more desirable jobs. The results of this study support a recommendation to monitor closely the types of careers for which students are preparing. At the same time a caution is in order: the goal of the program is career mobility. It will take a longitudinal study to find out whether in time graduates not in jobs requiring a bachelor's degree eventually move into jobs requiring one.

5. Value of Preparation Factors

Graduates of the program were asked to rate the various types of courses and academic experiences that they had had. Graduates rated their primary concentration (usually an occupational associate degree) highest: 2.75 on a 3-point scale. They rated their internship second--2.44--and their secondary concentration (courses taken beyond the associate degree) received a rating of 2.24. Prior work experience received a rating of 2.16. (See Table 8.)

IV. PROGRAM EVALUATION

The connection between program and employment is a difficult one to prove.

It is, however, the assumption upon which career education programs are based. One indication of the potential or likely strength of this connection is through graduates' perceptions of this connection. If graduates say, for example, that they would take the same program if they had it to do over, then they at least think there is some connection between their present circumstances and their education. Such an index is also evidence of graduates' satisfaction with the program, an outcome of value in itself.

Nearly 80% of the graduates said that if they had it to do over again, they would enter the STC Baccalaureate Program. Five percent said they would prefer just an associate degree, and 10% said they would enter a different bachelor's degree program. While 7% of males said they would take a different bachelor's program, over 15% of females made this response. The analysis by field of study showed that aviation maintenance graduates had the largest percentage who would take just an associate degree (11.5%) and who would take a different bachelor's degree (also 11.5%). (See Table 9.)

Forty-eight percent of the graduates assessed the quality of preparation they received as good; 25% said it was excellent and 23% said it was fair; only 4% said it was poor. There was almost no difference in the way graduates of 1976 and 1977 responded; there was very little difference in the way males and females responded. (See Table 10.)

V. OUTCOMES OF EDUCATION

Follow-up studies typically examine the career success of graduates. In addition to career success, this study sought information on a wide range of outcomes of a college education: whether these graduates sought such outcomes and, if they did, the extent to which they achieved them. Three types of outcomes were provided: career preparation, social and cultural awareness, and transferable skills (including working with others, creativity, logical thinking).

Only 8% of the graduates did not respond to the question regarding the effectiveness of college in job preparation. Of those who responded, nearly 78% said that college was "Effective." The other 22% said it was "Somewhat Effective." Using a 3-point scale, graduates gave their college education an average rating of 2.79 for job preparation. Such a rating should, of course, be expected from graduates of a program whose goal is career preparation.

Graduates found the items on social and cultural awareness much less applicable. Only 65% responded to "Understanding political, economic, or social issue." and even fewer (50%) responded to "Engagement in cultural activities (e.g., theater, music, literature, etc.)." The item on social awareness was given a rating of 2.16, and the item on cultural awareness received a rating of 2.12, suggesting that those graduates who had these goals found college to be at least moderately effective in helping graduates achieve them. For many graduates, then, these traditional goals of a college education did not even exist. At the same time, however, it should be noted that enrollment in a program whose

primary goal is job preparation does not necessarily mean disengagement from other goals.

The items on transferable skills were generally considered more applicable. Only 14% did not respond to "Ability to work with and be sensitive to people," 27% to "Development of creativity," and 10% to "Ability to think and express myself clearly and logically." The first of the items in this group received a 2.49 rating, the second received a 2.32 rating, and the third received a 2.49 rating. Graduates, then, are about equally split between "effective" and "Somewhat Effective" in assessing the effectiveness of college in helping them achieve these goals. (See Table 11.)

One caution is in order. These items reflect merely graduates' own feelings about the items, not the results of objective assessments of the extent to which the outcomes have actually been achieved. Nonetheless, the responses seem to indicate a high degree of satisfaction with college and a broad range of goals sought in college.

VI. CONCLUSIONS AND RECOMMENDATIONS

As the foregoing evidence indicates, the graduates of the STC Baccalaureate Program maintain a record of career success and consider the program to have had an impact on their career success. If the career success of graduates is one of the criteria by which a program is measured, then this program must be accounted successful.

Two recommendations for improvement are appropriate:

1. Since graduates who have jobs requiring a bachelor's degree tend to be more successful (in both external and internal terms), a greater attempt should be made to assure that students will not be over-educated but are in fact preparing for jobs which will use their additional preparation.
2. When students are seeking to enter fields in which graduates earn low salaries, greater efforts should be made to develop goals which will provide higher levels of compensation.

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APPENDIX I

TABLES

TABLE 1

LABOR FORCE PARTICIPATION OF GRADUATES
BY SEX, ACADEMIC BACKGROUND, AND YEAR OF GRADUATION

	Total Respondents		Employed Full time	Employed Part-time	In the Military	Unemployed	Not in Labor Force
	#	%	%	%	%	%	%
Total	113	100.0	90.3	3.6	2.7	0.9	2.7
<u>Sex</u>							
1. Male	84	100.0	91.7	2.4	2.4	1.2	2.4
2. Female	28	100.0	89.3	3.6	3.6	0.0	3.6
<u>Year of Graduation</u>							
1. 1976	50	100.0	88.0	6.0	2.0	0.0	4.0
2. 1977	63	100.0	92.1	1.6	3.2	1.6	1.6
<u>Academic Background</u>							
1. Graphic Communications	38	100.0	92.1	0.0	2.6	0.0	5.2
2. Applied Tech.	14	100.0	92.9	7.1	0.0	0.0	0.0
3. Health	23	100.0	87.0	4.3	0.0	4.3	4.3
4. Flight	5	100.0	100.0	0.0	0.0	0.0	0.0
5. Aviation Maint.	28	100.0	89.3	13.6	7.1	0.0	0.0
6. Other	5	100.0	80.0	20.0	0.0	0.0	0.0

TABLE 2

RELATIONSHIP OF JOB TO MAJOR
BY SEX, YEAR OF GRADUATION, AND ACADEMIC BACKGROUND

	Total	Directly Related	Somewhat Related	Not Related-- Related Job Not Important	Not Related-- Related Job Not Found
Total	100.0	60.8	30.4	5.9	2.9
<u>Sex</u>					
1. Male	100.0	64.1	28.2	5.1	2.6
2. Female	100.0	50.0	37.5	8.3	4.2
<u>Year of Graduation</u>					
1. 1976	100.0	68.2	25.0	6.8	0.0
2. 1977	100.0	55.2	34.5	5.2	5.2
<u>Academic Background</u>					
1. Graphic Communications	100.0	69.4	19.4	5.6	5.6
2. Applied Tech.	100.0	50.0	50.0	0.0	0.0
3. Health	100.0	57.9	36.8	5.3	0.0
4. Flight	100.0	20.0	60.0	20.0	0.0
5. Aviation Maintenance	100.0	65.4	26.9	3.8	3.8
6. Other	100.0	50.0	25.0	25.0	0.0

TABLE 3

AVERAGE EARNINGS OF GRADUATES
BY SEX, DATE OF GRADUATION, ACADEMIC BACKGROUND, AND FIELD OF STUDY
NECESSITY OF DEGREE FOR JOB, LEVEL OF RESPONSIBILITY, PROSPECTS FOR PROMOTION,
RELATIONSHIP OF JOB TO MAJOR, AND CAREER POTENTIAL

	Mean	Standard Deviation	Number of Observations
Total	1053.63	438.15	92
<u>Sex</u>			
1. Male	1120.97		74
2. Female	836.96		23
<u>Year of Graduation</u>			
1. 1976	1134.50		44
2. 1977	986.49		53
<u>Necessity of Degree for Job</u>			
1. Yes	1255.68		19
2. No, but preferred	1069.65		37
3. No	936.16		32
4. Not sure	1018.33		6
<u>Academic Background and Field of Study</u>			
1. Graphic Communications	1127.55		33
a. Architectural Tech.	1140.00		5
b. Corrections/Law Enforcement	965.00		3
c. Electronic Data Processing	1428.57		7
d. Eletronics Technology	1161.79		14
e. Secretarial and Office Specialties	587.25		4
	18		

TABLE 3 (CON'T)

	Mean	Standard Deviation	Number of Observations
2. Applied Technologies	911.75		12
a. Automotive Technology	1276.67		3
b. Commercial Graphics	465.50		4
c. Construction Technology	1266.67		3
d. Photographic Technology	724.50		2
3. Health	1065.88		17
a. Dental Hygiene	1106.67		6
b. Dental Laboratory Tech.	1038.33		6
c. Mortuary Science	1147.50		4
d. Physical Ther. Asst.	660.00		1
4. Flight	920.00		25
5. Aviation Maintenance	970.65		26
6. Other	1523.75		4
<u>Level of Responsibility</u>			
1. Professional/Managerial	1201.08		37
2. Supervisory	1012.42		24
3. Small business/para-professional	1003.29		14
4. Skilled	888.80		15
5. Unskilled	1090.00		3
<u>Relation of Job to Major</u>			
1. Directly Related	1051.09		56
2. Somewhat Related	1083.50		30
3. Not Related-Not Important	1129.20		5
4. Not Related-Not Available	980.00		3
	19		

TABLE 3 (CON'T)

	Mean	Standard Deviation	Number of Observations
<u>Career Potential</u>			
1. Definite	1150.58		57
2. Possible	986.67		21
3. Temporary Job	789.70		10
4. Other	1112.75		4
<u>Prospects for Promotion</u>			
1. Poor	897.55		11
2. Fair	885.63		16
3. Good	1098.25		24
4. Excellent	1199.15		41

TABLE 4

LEVEL OF RESPONSIBILITY
BY SEX, YEAR OF GRADUATION, AND ACADEMIC BACKGROUND

	Total	Professional/ Managerial	Supervisory	Small Bus./ Paraprof.	Skilled	Unskilled
	%	%	%	%	%	%
Total	100.0	41.6	23.8	15.8	15.8	3.0
<u>Sex</u>						
1. Male	100.0	40.3	24.7	14.3	16.9	3.9
2. Female	100.0	45.8	20.8	20.8	12.5	0.0
<u>Year of Graduation</u>						
1. 1976	100.0	40.9	27.3	15.9	13.6	2.3
2. 1977	100.0	42.1	21.1	15.8	17.5	3.8
<u>Academic Background</u>						
1. Graphic Communications	100.0	37.1	28.6	11.4	17.1	5.7
2. Applied Technologies	100.0	7.7	61.5	23.1	7.7	0.0
3. Health	100.0	66.7	0.0	22.2	11.1	0.0
4. Flight	100.0	40.0	60.0	0.0	0.0	0.0
5. Aviation Maintenance	100.0	46.2	7.7	19.2	23.1	3.8
6. Other	100.0	50.0	25.0	0.0	25.0	0.0

TABLE 5

LIKELIHOOD OF PROMOTION
BY SEX, YEAR OF GRADUATION, AND ACADEMIC BACKGROUND

	Total	Excellent	Good	Fair	Poor
	%	%	%	%	%
Total	100.0	45.5	26.3	17.2	11.1
<u>Sex</u>					
1. Male	100.0	48.7	26.3	15.8	9.2
2. Female	100.0	34.8	26.1	21.7	17.4
<u>Year of Graduation</u>					
1. 1976	100.0	41.9	25.6	18.6	14.0
2. 1977	100.0	48.2	26.8	16.1	8.9
<u>Academic Background</u>					
1. Graphic Communications	100.0	52.9	20.6	14.7	11.8
2. Applied Technologies	100.0	23.1	38.5	23.1	15.4
3. Health	100.0	36.8	31.6	26.3	5.3
4. Flight	100.0	75.0	25.0	0.0	0.0
5. Aviation Maintenance	100.0	40.0	28.0	16.0	16.0
6. Other	100.0	100.0	0.0	0.0	0.0

TABLE 6

CAREER POTENTIAL
BY SEX, YEAR OF GRADUATION,
ACADEMIC BACKGROUND, AND
NECESSITY OF DEGREE FOR JOB

	Total	Definite Career Potential	Possible Career Potential	Temporary Job	Other
	%	%	%	%	%
Total	100.0	63.0	22.0	10.0	5.0
<u>Sex</u>					
1. Male	100.0	66.2	20.8	10.4	2.6
2. Female	100.0	52.2	26.1	8.7	13.0
<u>Year of Graduation</u>					
1. 1976	100.0	63.6	27.3	4.5	4.5
2. 1977	100.0	62.5	17.9	14.3	5.4
<u>Academic Background</u>					
1. Graphic Communications	100.0	74.3	14.3	8.6	2.9
2. Applied Technologies	100.0	58.3	8.3	16.7	16.7
3. Health	100.0	52.6	42.1	0.0	5.3
4. Flight	100.0	80.0	20.0	0.0	0.0
5. Aviation Maintenance	100.0	48.0	28.0	20.0	4.0
6. Other	100.0	100.0	0.0	0.0	0.0

TABLE 6 (CON'T)

	Total	Definite Career Potential	Possible Career Potential	Temporary Job	Other
	%	%	%	%	%
<u>NECESSITY OF DEGREE FOR JOB</u>					
1. Yes	100.0	80.0	10.0	10.0	0.0
2. No, but preferred	100.0	67.6	16.2	8.1	8.1
3. No	100.0	45.7	34.3	14.3	5.7
4. Not sure	100.0	83.3	16.7	0.0	0.0

TABLE 7

NECESSITY OF BACHELOR'S DEGREE FOR PRESENT JOB

	Total	Necessary	Preferred	Not Required	Not Sure
	%	%	%	%	%
Total	100.0	20.6	38.2	35.3	5.9
<u>Academic Background</u>					
1. Graphic Communications	100.0	31.4	40.0	17.1	11.4
2. Applied Technologies	100.0	15.4	30.8	53.8	0.0
3. Health	100.0	5.0	20.0	65.0	10.0
4. Flight	100.0	0.0	80.0	20.0	0.0
5. Aviation Maintenance	100.0	24.0	40.0	36.0	0.0
6. Other	100.0	25.0	75.0	0.0	0.0
<u>Year Of Graduation</u>					
1. 1976	100.0	24.4	37.8	31.1	6.7
2. 1977	100.0	17.5	38.6	38.6	5.3
<u>Sex</u>					
1. Male	100.0	25.0	38.2	28.9	7.9
2. Female	100.0	7.7	38.5	53.8	0.0

TABLE 8

RATING OF THE VALUE OF PREPARATION FACTORS IN PRESENT
JOB PERFORMANCE BY NECESSITY OF DEGREE FOR PRESENT JOB

(Scale: 3 = "of great value"; 2 = "of moderate value"; 1 = "of no value")

	Primary Concentration	Secondary Concentration	Internship	Previous Work Experience	Other
	%	%	%	%	%
Total	2.75	2.25	2.44	2.16	2.2
<u>Necessity of</u> <u>Degree for Job</u>					
1. Required	2.56	2.23	2.53	2.57	3.0
2. Preferred	2.72	2.38	2.39	2.15	1.67
3. Not Required	2.85	2.11	2.43	2.02	0.0
4. Unsure	2.83	2.00	2.50	2.00	

TABLE 9

PREFERENCE FOR TRAINING SOURCES BY LABOR FORCE STATUS,
SEX, YEAR OF GRADUATION, AND RELATIONSHIP OF JOB TO MAJOR

	Total	Just Associate Degree	STC Bacc. Program	STC plus Better Secondary	Different Baccalaureate Program	Other
	%	%	%	%	%	%
Total	100.0	5.6	50.9	28.7	10.2	4.6
<u>Labor Force</u>						
1. Employed Full-time	100.0	6.1	50.0	31.6	9.2	3.1
2. Employed Part-time	100.0	0.0	50.0	0.0	25.0	25.0
3. In Military Service	100.0	0.0	0.0	0.0	50.0	50.0
4. Unemployed	100.0	0.0	100.0	0.0	0.0	0.0
5. Not in Labor Force	100.0	0.0	100.0	0.0	0.0	0.0
<u>Sex</u>						
1. Male	100.0	4.9	49.4	33.3	7.4	4.9
2. Female	100.0	7.7	57.7	15.4	15.4	3.8
<u>Year of Graduation</u>						
1. 1976	100.0	2.0	44.9	36.7	8.2	8.2
2. 1977	100.0	8.5	55.9	22.0	11.9	1.7
<u>Relation of Job to Major</u>						
1. Directly	100.0	6.5	54.8	27.4	8.1	3.2
2. Somewhat	100.0	6.7	50.0	36.7	3.3	3.3
3. Not Related- Not Desired	100.0	0.0	0.0	33.3	66.7	0.0
4. Not Related- Not Available	100.0	0.0	0.0	50.0	0.0	50.0

TABLE 10

QUALITY OF PREPARATION
BY SEX, FIELD OF STUDY, AND NECESSITY OF BACHELOR'S DEGREE

	Total	Excellent	Good	Fair	Poor
	%	%	%	%	%
Total	100.0	25.2	47.7	23.4	3.7
<u>Sex</u>					
1. Male	100.0	27.2	48.1	21.0	3.7
2. Female	100.0	20.0	48.0	28.0	4.0
<u>Academic Background</u>					
1. Graphic Communications	100.0	16.7	61.1	19.4	2.8
2. Applied Technologies	100.0	15.4	53.8	30.8	0.0
3. Health	100.0	31.8	40.9	22.7	4.5
4. Flight	100.0	0.0	60.0	20.0	20.0
5. Aviation Maintenance	100.0	42.3	26.9	26.9	3.8
6. Other	100.0	20.0	60.0	20.0	0.0
<u>Necessity of Bachelor's Degree</u>					
1. Necessary	100.0	38.1	42.9	19.0	0.0
2. Preferred	100.0	29.7	54.1	10.8	5.4
3. Not Required	100.0	17.6	41.2	35.3	5.9
4. Unsure	100.0	0.0	50.0	50.0	0.0

TABLE 11

OUTCOMES OF EDUCATION

	Percentage Responding	Average Rating
1. Preparation for a job	92.1	2.78
2. Understanding political, economic, or social issues	65.5	2.16
3. Engagement in cultural activities (e.g., theater, music, literature)	49.6	2.13
4. Ability to work with and be sensitive to people	85.8	2.49
5. Development of creativity	77.0	2.32
6. Ability to think and express myself clearly and logically	89.4	2.49

APPENDIX II

QUESTIONNAIRE AND LETTERS OF TRANSMITTAL

CAMPUS PROGRAMS

STC BACCALAUREATE ALUMNI QUESTIONNAIRE

CAMPUS PROGRAMS

I. PRESENT STATUS

1. What is your present status? Answer (a) and (b).

(a) Employment status (please check only one):

☐ Employed full-time ☐ In the Armed Forces
☐ Employed part-time ☐ Unemployed, but seeking employment
☐ Not in the labor force (includes housewives, full-time students, etc.)

(b) Educational status (please check only one and add field of study where appropriate):

☐ Not enrolled in a college or university
☐ Enrolled part-time in a college or university (Major: _____)
☐ Enrolled full-time in a college or university (Major: _____)

2. If you are NOT employed full-time and are NOT in school, which of the following is the major reason?

☐ I cannot find a full-time job in my field.
☐ I am in-between jobs.
☐ I need a different degree to become employed in my field.
☐ Other (Please specify): _____

3. Do you have an Associate degree from SIU-C?

☐ Yes, in _____ ☐ No

4. Are you: ☐ Male ☐ Female

II. PRESENT JOB

5. What is your present job? Please give occupation or job title, a short description, and monthly income from this job.

Job Title: _____ Monthly Income: _____
Description: _____

6. Did you:

☐ hold this job prior to entering the STC Baccalaureate Program
☐ obtain this job after completing the program
☐ other: _____

7. Was a bachelor's degree required in order to be hired in your present job?

☐ Yes ☐ No, but it was preferred ☐ No ☐ Not sure

8. Which of the following best characterizes the work you do?

☐ Professional or managerial (independent responsibility and policy-making)
☐ Supervisory (medium responsibility and policy interpretation)
☐ Skilled
☐ Semi-skilled
☐ Unskilled

9. How would you rate your prospects for promotion in your job?

☐ Poor ☐ Fair ☐ Good ☐ Excellent

10. What is the relationship of your present job to your STC Baccalaureate college major?

☐ Directly related Somewhat related

☐ Not related (I do not think a related job is important)

☐ Not related (I want a related job but cannot find one)

11. To what extent did the courses or experience in each of the following prepare you for your job? (Answer only those that apply by checking the appropriate category.)

	not at all	somewhat	greatly
Courses towards your Associate degree or in your primary concentration	—	—	—
Courses in your secondary concentration .	—	—	—
Your internship while in the STC Baccalaureate Program	—	—	—
Occupational experience prior to entering the STC Baccalaureate Program	—	—	—
Other:	—	—	—

12. Which of the following statements best describes your feelings about the career potential (likelihood of advancement or stability) of your present job?

My job has definite career potential.

My job has possible career potential.

My job is only temporary until a better one comes along.

Other:

III. FOR ALL GRADUATES

13. Based on your experience since completing the STC Bachelor's degree, how well did the program prepare you in the field you chose?

☐ Poor preparation ☐ Fair preparation
☐ Good preparation ☐ Excellent preparation

14. If you had it to do all over again, would you:

- ☐ Just take an associate degree
- ☐ Choose the STC Baccalaureate Program
- ☐ Choose the STC Program but develop a better secondary concentration
- ☐ Choose a different bachelor's program
- ☐ Other (please specify):

15. The following are among the goals students have for attending college. To what extent was your college education effective in helping you achieve these goals? (Rate ONLY those which were goals for you).

	Not My Goal	Not Effective	Somewhat Effective	Effective
Preparation for an occupation . .	—	—	—	—
Understanding political, economic, or social issues	—	—	—	—
Engagement in cultural activities (e.g., theater, music, literature, etc.)	—	—	—	—
Ability to work with and be sensitive to people	—	—	—	—
Development of creativity	—	—	—	—
Ability to think and express myself clearly and logically .	—	—	—	—
Other: _____ . .	—	—	—	—

Feel free to add additional comments below or on the back about how college has (or has not) had an effect on you.

Thank you for your time and cooperation. Would you like a copy of the results of this survey? Yes No

Please return to: Dean
School of Technical Careers
Southern Illinois University-Carbondale
Carbondale, IL 62901



Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

School of Technical Careers

Dear STC Baccalaureate Graduate:

As you probably know, the School of Technical Careers Baccalaureate program has only been in operation since 1974. Since you are among the first graduates of the program, you are probably in a better position than anyone else to tell us whether our goal of career preparation has paid off. This is the reason I am writing you.

Your answers on the enclosed questionnaire will give us useful information for our evaluation of the program. Among other things, this information will help us improve our strengths and identify any weaknesses in the program. We will also be able to give current and future students a better idea of what lies ahead. I am enclosing a return envelope for your convenience. If at all possible, please return the questionnaire by April 20, 1978.

Although we are not asking particularly sensitive questions, all of the information you give will be confidential. Dr. Michael Walsh, who is handling the project, will be the only person to see the questionnaire. Only a statistical tabulation will be prepared, and if you like, we will send you a copy of the results of the study.

Sincerely,

A handwritten signature in cursive script, reading "R. John Reynolds".

R. John Reynolds, Acting Dean
School of Technical Careers



Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

School of Technical Careers

20 April 1978

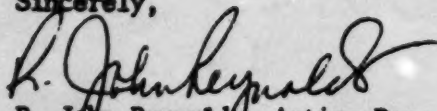
Dear STC Baccalaureate Graduate:

A few weeks ago I sent you a letter requesting some information regarding your career since graduation from the STC Baccalaureate Program. As I said then, you are probably in the best position to tell us how helpful your program was in preparing you for your career.

I am still eager to receive your reply. The responses so far (over one-third) have been informative. In order to increase the validity of the information, however, we need to have returns from even more of our graduates.

I am enclosing another copy of the questionnaire and a return envelope. I will be happy to send you a summary after the results have been tabulated. If at all possible, I would like your reply by May 9.

Sincerely,


R. Jean Reynolds, Acting Dean
School of Technical Careers

APPENDIX III

ACADEMIC BACKGROUND GROUPS

1. Graphic Communications
 - a. Architectural Technology
 - b. Corrections/Law Enforcement
 - c. Electronic Data Processing
 - d. Electronics Technology
 - e. Secretarial and Office Specialties
2. Applied Technologies
 - a. Automotive Technology
 - b. Commercial Graphics
 - c. Construction Technology
 - d. Photographic Technology
3. Health
 - a. Dental Hygiene
 - b. Dental Laboratory Technology
 - c. Mortuary Science
 - d. Physical Therapist Assistant
4. Flight
5. Aviation Maintenance
6. Other

APPENDIX IV

DATA SUMMARY:

Follow-up of 1976 and 1977 Graduates

Date conducted: Spring Semester, 1978

Number of graduates with available addresses: 215

Number of respondents: 113 Response rate: 52.6%

ALL GRADUATES

Personal Data

Sex: Male: 75%

Female: 25%

Labor Force Status

Employed full-time: 90.3%

Employed part-time: 3.6%

In military service: 2.7%

Not in labor force: 2.7%

Unemployed: 0.9%

CURRENT JOB

Relationship of Job to Major

60.8% Directly related

5.9% Unrelated (a related job not desired)

30.4% Somewhat related

2.9% Unrelated (a related job not found)

Average Monthly Salary: \$1053.63

Level of Responsibility

41.6% Professional/Managerial

15.8% Skilled

23.8% Supervisory

3.0% Unskilled

15.8% Small bus./paraprof.

Prospects for Promotion

45.5% Excellent

17.2% Fair

26.3% Good

11.1% Poor

Career Potential

63.0%	Definite	10.0%	Temporary Job
26.3%	Good	11.1%	Poor

Necessity of Bachelor's Degree for Present Job

20.6%	Necessary	35.3%	Not required
38.2%	Preferred	5.9%	Not sure

Rating of the Value of Preparation Factors in Present Job (3-point scale)

2.75	Primary concentration	2.16	Previous work experience
2.25	Secondary concentration	2.2	Other
2.44	Internship		

ALL GRADUATES: PROGRAM EVALUATION

Preference for Training Sources (If you had it do over, would you choose. . .)

5.6%	Just associate degree	23.4%	Fair
50.9%	STC Baccalaureate Program	3.7%	Poor
28.7%	STC Baccalaureate Program with better secondary		

ALL GRADUATES: OUTCOMES OF EDUCATION (3-point scale)

2.78	Preparation for a job
2.16	Understanding political, social, economic issues
2.13	Engagement in cultural activities
2.49	Ability to work with others
2.32	Development of creativity
2.49	Ability to think and express with clarity